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As "an introduction to the study of community leadership and organization" it is the most stimulating discussion and shows the largest grasp of the essential problems of any book which has come to my attention.

DWIGHT SANDERSON

CORNELL UNIVERSITY

The New World, Problems in Political Geography. By ISAIAH BOWMAN, Ph.D. New York: World Book Co., 1921. Pp. vii+632. \$6.00.

"No one," says the author of *The New World*, "can contemplate with equanimity, in view of the state of political education in the United States, our relation to affairs," that is to say, to world-politics.

The United States possess great resources and vast powers, material and moral, but, as a people, we are provincial, without political traditions or training in world-politics. This book is a contribution to our knowledge of the world, the new world, in which we have just begun to live. It is, in fact, an attempt to present national and international problems from the point of view of geography. Just because it deals with political geography and political boundaries from the point of view of political problems it is something more than a map of the new world. It is rather an attempt to describe the forces that have made and are now changing the map of the world. These forces are of two kinds: racial and economic. The peace conference attempted to readjust political boundaries in terms of racial and cultural groups. But in doing so it disturbed, and in some instances destroyed, the economic organization. In seeking to settle one set of international problems it created an entirely new set.

It is the rôle which these two forces, cultural and economic, are playing in different parts of the world, with which the present volume is concerned. Political geography has ceased to be a study of what is, merely, and tends to become a study of what is in process.

It is this fact which will make the present volume peculiarly interesting to students of sociology.

ROBERT E. PARK

UNIVERSITY OF CHICAGO

Community Life and Civic Problems. By HOWARD COPELAND HILL. Boston: Ginn & Co., 1922. Pp. vii+528+xxxiii. \$1.40.

For a number of years, instructors in sociology, on the one hand, and teachers in community civics, on the other, have been urging the impor-

tance of a textbook that would bring to the study of the community the new points of view which have grown up in recent years with the new interest in social, industrial, and political problems. The difficulties in the way were of two sorts: (1) the teachers in secondary schools have not had the point of view of the sociologist; and (2) the sociologists did not fully understand the needs of eighth-grade students. The book had to be wrought out in the classroom.

In Mr. Hill's book, *Community Life and Civic Problems*, there seems to be a solution of this problem. Both as to organization and content, this volume is admirably conceived and ingeniously carried out.

The subject-matter is divided into four parts: (1) "Group Life," (2) "Problems of the Community," (3) "Industrial Society," (4) "Government and Politics."

Under these larger headings the life of the community is sketched from its more intimate and elementary manifestations in the family, the school, and the church, to its more problematic expressions in the government of the local community, the state, and the nation.

Without, perhaps, expressly aiming to do so, the author has answered the questions about the community as they are likely to arise in the experience of the pupil.

At the same time it has been the purpose of the author, not merely to find answers to questions already raised, but to raise new ones. To do this, he has sought to widen and extend the experience of the pupil by references to general literature, including books of travel, biography, and fiction, in which the various aspects of the community life are described in a vivid, concrete, and interesting way.

The first and most valuable thing that a book or a teacher can do for a student of society is to make him interested in his own community; to inspire him with an ambition to read and inquire about it; to raise questions rather than settle them; to create in the pupil a hopeful and adventurous attitude toward his community problems rather than a dogmatic and opinionated one. This is precisely what this volume, with its inviting courses of readings on various topics, should do.

Finally there is, at the close of each chapter, an excellent series of references which are intended primarily for the teacher, and which indicate where the subject-matter of the various chapters is discussed in a wider context and in a more thoroughgoing way. This will permit teachers of community civics in secondary schools to profit in the future, as they have not done in the past, by their own studies of economics and sociology in the universities. This volume, in other words, completes

the bridge between the university and the secondary schools which has so long made fruitful contact and interaction between them impossible.

With this connection established, it seems likely that much of that elementary sociology that has been taught up to the present in the colleges will find a place in the curriculum of the high schools.

ROBERT E. PARK

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The Psychology of Adolescence. With an editor's preface and preface by the author. By FREDERICK TRACY. New York: Macmillan, 1920. Pp. x+246. \$2.50.

Dr. Tracy's book, *The Psychology of Adolescence*, is fairly comprehensive in outline, including a description of the physical and mental changes of adolescence, giving an account of the instinctive, emotional, intellectual, and volitional life at this time, and entering into a discussion of sex, aesthetic and moral, and religious feelings and their place in adolescent development. He is particularly concerned with these characteristics of adolescence as they influence the relation of the boy or girl to society and as they furnish pedagogical suggestions.

It is to be regretted, in view of his excellent selection of topics, that the author's treatment leaves much to be desired. Although he quotes freely from the *Adolescence* of G. Stanley Hall, he seems to have missed the real meaning of adolescent psychology, which was first described by that eminent psychologist and educator. Furthermore, there is no indication that Dr. Tracy is familiar with recent data furnished by the psychoanalysts and behaviorists which throw much light on adolescence when their implications are applied to that period of life.

To the reader versed in the newer psychology, to whom adolescence appears as a transition from the emotional and behavioristic reactions of childhood to the somewhat different reactions of adulthood, it will be disappointing to find that Dr. Tracy is content with the old descriptive method for the most part. His failure to appreciate the necessity of this transition and its fundamental meaning in the life of the individual, not only implies an ignorance of psychoanalysis and the newer trends in psychology in general, but makes his book a less valuable contribution than might otherwise have been the case.

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